

Contents

<i>About the authors</i>	viii
<i>Acknowledgements</i>	x
Chapter 1 Introduction	1
Unpacking the elements of an early childhood curriculum	3
The early childhood curriculum	4
How to use this book	6
Chapter 2 Theory, research and the early childhood curriculum	8
What is a curriculum?	9
Curriculum models	11
Dominant ideologies	14
Changes in thinking about curriculum	21
Research as a driver for change in early childhood curriculum	28
Summary	31
Chapter 3 Play, learning and development: How views of development shape how curriculum is framed	33
Development and curriculum	34
Curriculum and child development	39
A cultural-historical view of development	41
Imperatives in curriculum	45
Summary	48
Chapter 4 Curriculum as a cultural broker	49
Curriculum and culture	50
Reflecting on the broker: What should the curriculum mediate?	52
Mediating culture and curriculum: A cultural-historical perspective	54
Brokering curriculum for the future?	57
Thinking professionally about brokering curriculum for the future	59
Summary	60

Chapter 5 Interpreting early childhood curriculum	61
Understanding early childhood curriculum	62
Working with early childhood curriculum frameworks	63
Relating early childhood curriculum to children, families and communities	66
The role of professional learning in curriculum interpretation	69
Summary	73
Chapter 6 Cultural-historical curriculum in action	74
Thinking theoretically	75
Understanding cultural-historical approaches to curriculum	77
Beyond multiculturalism: Using cultural practices and engagement to support learning	79
Play and a cultural-historical early childhood curriculum	81
Extending learning within a cultural-historical curriculum	84
Summary	88
Chapter 7 Curriculum as a conceptual tool: Observation, content and programming	89
Linking observation to planning in the curriculum	90
What is observation and why is it important?	95
The role of environments: Observations in the early childhood setting	98
Zone of Proximal Development and Zone of Actual Development as a framework for assessment	101
Zone of Potential Development	104
The role of play: Observing the child in action	105
The role of transitions: The importance of observation, documentation and reflection	109
The role of relationships: Documenting observations in the early childhood setting	111
Shaping curriculum around key informants	120
Summary	121
Chapter 8 Assessing children and evaluating curriculum: Shifting lenses	123
What is assessment?	124
The relationship between assessment and curriculum	129
How others assess us	135
A cultural-historical approach to assessment in schools	136
Assessment, learning and evaluation are interdependent concepts	138
Evaluation and assessment: Why evaluation matters	142
Ethical framework for evaluation	143
Planning for evaluation	146
Leading evaluations: Process, input, design and outcome	147
Curriculum, assessment and evaluation	153
Summary	154
Acknowledgements	155

Chapter 9 Content knowledge: Science, technology, engineering and mathematics (STEM)	156
Mathematical concept formation within everyday practice	157
A cultural-historical reading of concept formation	159
Thinking consciously about concepts	160
Conceptual learning by infants and toddlers	162
A curriculum model for working with everyday concepts and scientific concepts	164
Curriculum in practice: Building scientific conceptual knowledge	165
A way forward: Concepts, contexts and pedagogy	177
Summary	177
Acknowledgements	178
Chapter 10 Content knowledge: Languages and literacies	179
Languages and literacies	180
How to encourage languages and literacies in the early years	184
Assessing children’s interests in and experiences with literacies	186
A social practice perspective on literacies	188
How to incorporate ‘out of school’ literacies in the early years setting	189
Digital technologies	194
Thinking about the working example (Figure 10.3)	201
Summary	202
Chapter 11 Content knowledge: The arts and health, wellbeing and physical activity	203
Health, wellbeing and physical activity	204
The arts	212
Summary	219
Chapter 12 Conclusions	220
<i>References</i>	226
<i>Index</i>	248